# JOB DESCRIPTION

**Job Description**: School Development Leader **Reporting To:** Senior Leadership Team (SLT)

## Job Purpose

To actively support our core purpose, remembering that "We are here to make great schools and happier, stronger communities so that people have better lives."

Actively supporting the visions and values of The Hub School and The Education Alliance, providing support to with the aim of raising standards of learning, achievement, safeguarding, behaviour and attitudes for all students. Responsible for developing capacity in schools by using effective analytical and problem-solving skills, utilising a coaching and facilitating approach to drive improvements, thus contributing to improved outcomes for students.

**The specific duties of the School Improvement Leader will be reviewed on a regular basis and will change as the aims and objectives of the school change, and as and when the Executive Headteacher deems it appropriate.**

**In the first instance, the role will focus on the strategic and operational leadership of the school's Key Stage 3 Alternative Provision offer. This role will combine high quality teaching practice alongside managerial responsibilities, including working closely with the Senior Leadership Team to provide an effective Key Stage 3 Alternative Provision service for schools.**

## Key Responsibilities: Specific

1. **LEADERSHIP AND MANAGEMENT**

- Provide leadership which will inspire, motivate, challenge and support staff, ensuring efficient and safe working practices of The Hub School on a day-to-day basis.
- Ensure the school engages proactively with a collaborative approach to school improvement, both in terms of receiving and offering support as necessary.
- Leading CPD activities, holding workshops, and supporting teams to develop strategies for students to facilitate progress.
- Provide opportunities for staff to develop their professional skills as an aid to improving performance and student achievement.
- Monitor and reviewing progress against the school development plan.
- Line manage staff, delivering effective professional development discussions, systems and processes, ensuring staff have the opportunity to work as part of effective teams and so benefit from mutual support and development.
- Work with other areas/teachers to ensure cross-curricular opportunities are in place for creativity and life skill development

2. **QUALITY OF EDUCATION & INCLUSION**

- Support the planning and delivery of teaching and learning across the school, including support for staff/training of staff who may also deliver areas of the wider curriculum, leading on inclusive teaching and support practice across the school, including quality assurance.
- Support with strategic and operational decisions over the school curriculum.
- Undertake assessment and evaluate impact, analysing data relating to results, progress and performance, developing, implementing, monitoring and reviewing appropriate action plans with support from other members of the Extended/Senior Leadership Team.

3. **RESOURCES**

- Deploy resources effectively and efficiently in order to achieve the aims and objectives of the school and its provision.

4. **ACCOUNTABILITY**

- Be accountable for aspects of the day-to-day leadership and management of the school, ensuring that the school continues to improve.
- Contribute to the development of an ethos in the school where all staff feel valued and where they play an important part in determining the future success of the school.
- Demonstrate a commitment to Relational Practice.
- Contribute to the responsibility for the reputational management of The Hub School, ensuring policies and procedures are adhered to.
- Lead on British Values and SMSC and collaboration with departments

**Key Responsibilities: General**

- Utilise extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning and emotional wellbeing support to provide opportunities for all learning to achieve their full potential.
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students you serve.
- Work with others to support them in using resources, tools and techniques to raise the quality of teaching and behaviour management across schools.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors and the wider community.
- Responsible for sharing knowledge, skills and experiences with others, helping to raise achievements and share excellent practice.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue CPD.
- Demand ambitious standards for all students, overcoming disadvantages and advancing equality, instilling a strong sense of accountability in others.
- Provide others with insightful observations, constructive feedback and a diverse range of ideas, tools and techniques.
- Passion for driving improvements identifying CPD activities to support local processes for improving teaching, learning, behaviour and attitudes. Developing local knowledge of the school, looking to build on strength and address any gaps in a supportive, clear and transparent way.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame self-regulating and self-improving schools.
- Help other teachers to improve their teaching practice, including those experiencing performance issues, by sharing knowledge, expertise, tools and techniques and supporting the learning and development of colleagues.
- Monitor and evaluate progress towards achievement of the school's aims and objectives.
- Provide staff and students with clear direction, expectations and targets in relation to standards and student achievement and behaviour and the quality of education; establishing clear targets for student achievement, and evaluate progress and achievement by all students, including those with special educational and linguistic needs and those with high levels of ability.
- Utilise high levels of emotional intelligence, the post holder will work sensitively and collaboratively with other teachers to challenge the status quo, ensuing their potential and aspire to be the best they can.
- Undertake gap analysis relating to the current situation, which include articulating where the school needs to be in the future and how it might get there, sharing a compelling vision and plan with others
- Help build leadership capacity, knowledge and skill in school, ensuring long term, sustainable improvements are made by using a collaborative, coaching approach.
- Bring a fresh perspective to promoting the ethos of The Education Alliance, specialist knowledge and expertise.
- Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative and forward-thinking learning environment where children and young people thrive and maximise their potential.
- Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust and the wider community.
- Attend Senior Leadership Team, Governors and other meetings as required commensurate with the role.

- Undertake any other reasonable tasks or duties assigned by the Head of School/Headteacher

## Ethical Behaviours Charter

| Competency | We do this by |
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| **Trust** | • Being reliable, consistent, credible, honest, humble, courageous and kind.<br>• Managing emotions and helping others to do the same.<br>• Keeping promises and doing what we say we will<br>• Having genuine compassion for others |
| **Wisdom** | • Developing knowledge and expertise, then sharing that knowledge<br>• Learning from mistakes and failures and admitting when we are wrong<br>• Seeing systems and processes as ways to fulfil our purpose, removing or changing them if they fail in that. |
| **Kindness** | • Being patient, respectful, generous and forgiving.<br>• Acting with compassion and care, listening and seeing the person behind the role<br>• Focusing on relational practice; building trust and rapport with others by empowering and elevating them. |
| **Justice** | • Doing what is right, rather than what is popular or easy<br>• Ensuring we live our sense of purpose and values in the way we behave, make decisions and communicate.<br>• Applying rules in a consistent, transparent and fair way, whilst allowing for discretion and common sense.<br>• Valuing difference, building diverse teams and encouraging others to behave responsibly and with moral purpose. |
| **Service** | • Putting ourselves in the service of others.<br>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour<br>• Behaving in a dutiful way, demonstrating humility and self-control.<br>• Removing barriers to enable others to do their jobs well |
| **Courage** | • Holding ourselves to account when something goes wrong.<br>• Remaining calm, optimistic and positive in the face of adversity and change.<br>• Speaking honestly, openly and with empathy |
| **Optimism** | • Believing in our own ability, and the ability of others, to do what is right to change the world for the better.<br>• Calling out negativity, cynicism and dishonesty.<br>• Remaining positive and encouraging, helping others to overcome challenges and celebrating their success. |
| **Vision** | • Anticipating the future and embracing it. Thinking strategically, analysing and assessing information to deliver organisational growth.<br>• Reading, researching, networking and sharing learning with others.<br>• Believing in the potential of others; helping them be the best they can be. |